



Read to be Ready

Responding to Texts Through
Interactive Speaking and Writing
Activities

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

TN

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Module 5: Supporting the Refinement or Extension of Interactive Speaking and Writing Activities

Objectives

- Identify the role of refining or extending learning in sustaining improvement in teacher practice
- Support refinement of the goals set for the coaching cycle
- Support extension of learning gained during a coaching cycle

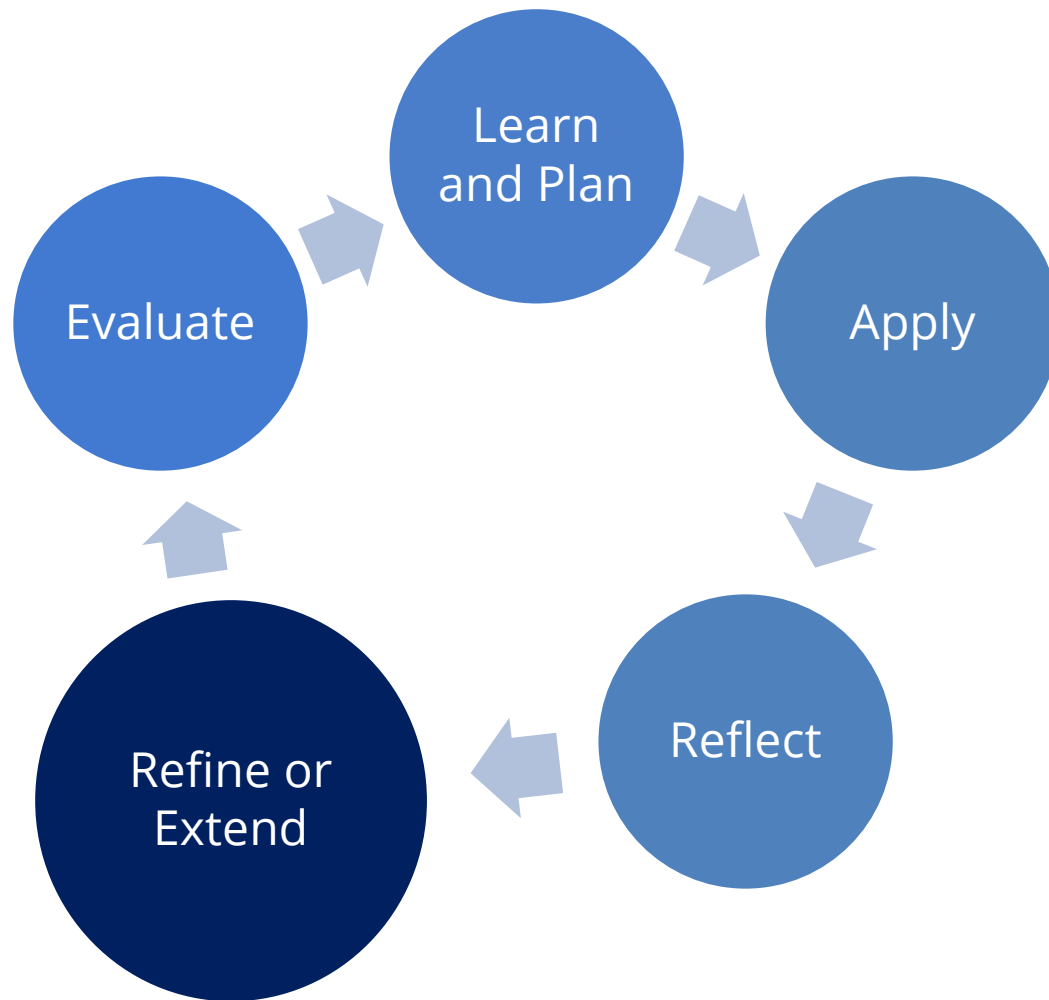
Link to Tennessee Standards for Professional Learning

- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

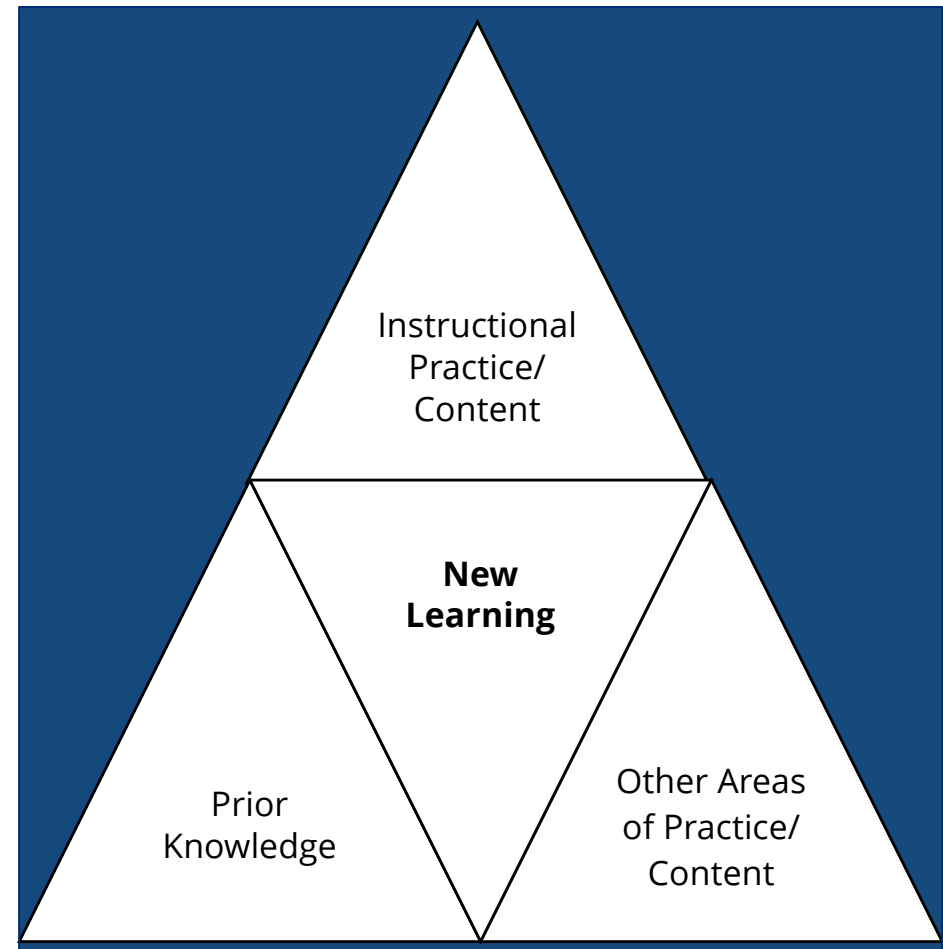
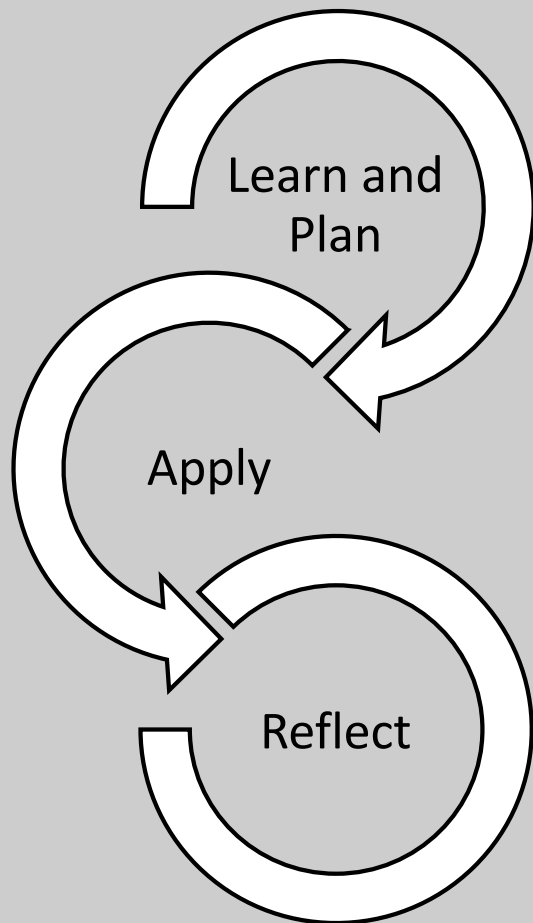
TEAM Connection

- Assessment plans
- Teacher knowledge of students

The Coaching Cycle



The Coaching Cycle in the Refine or Extend Phase



The Coaching Cycle in the Refine or Extend Phase

Reflect

**Refine
or
Extend**

Plan of Action

What is my rationale for taking this next step?
How will I take this next step?
What support will I need?
What will success look like?

The Importance of Refinement or Extension for Adult Learning

- Think about something new you have learned as an adult.
- Analyze your learning experience.
- Be prepared to share your learning experience.
- Stand Up, Hand Up, Pair Up after six minutes has passed for writing.

The Role of the Coach in the “Refine or Extend” Phase

- Read the quotes on page 152.
- Discuss the questions that follow.

The Role of the Coach in the “Refine or Extend” Phase

- "Change is non-linear, loaded with uncertainty..."

Fullan, 1993

- "The true direction of the development of thinking is not from the individual to the social, but from the social to the individual."

Vygotsky, 1986

- "As a teacher educator, you analyze teachers' current learning and knowledge, assess what else they need to learn, and provide professional training and support that improves their teaching. Ideally, this support is provided in such a way that teachers become more independent in their learning, able to use new procedures, sample student behavior as evidence of learning, and refine [or extend] their techniques accordingly."

Lyons & Pinnell, 2001

How to Plan for Effective Coaching Conversations to Support Refinement or Extension

Plan for a Coaching Conversation to Refine or Extend	
Learn & Plan	What goals were set during the “Learn and Plan” phase of the cycle?
Apply	What were the outcomes of the application phase for students and teachers? <ul style="list-style-type: none">• Which outcomes might need to be revisited and refined?• Which outcomes were successfully achieved and could be extended?
Reflect to Refine or Extend	<ul style="list-style-type: none">• What coaching language will most effectively guide the teacher to reflect on these application outcomes?• Which tools will most effectively guide the teacher to reflect on these application outcomes?• What coaching language will lead to an action plan for refining or extending learning?

Language to Support Refinement or Extension

Language Sorting Experience

- Read each question or statement on page 155.
- Determine if it leads to refinement of thinking, extension of thinking, or both.

Coaching Example: Refine or Extend

- View the coaching conversation between the teacher and the coach.
- Record as much of the conversation as you can in the T-chart on pages 157–158.
- Pay particular attention to the coach's language and her coaching moves.

Tools to Support Observation, Reflection, and the Analysis of Teaching

- Guides to Planning
- Reflecting on Interactive Speaking
(adapted from McElhone, 2014)
- Developing Language and Literacy Teaching Rubrics
(DLLTs)

Roleplay: Refine or Extend

- Prepare for observation
 - Evidence collection
- View teaching

Roleplay: Refine or Extend

- Prepare for Roleplay in Triads
 - Reflect on the Evidence Collection Worksheet and notes to determine how to support the teacher in refining or extending her learning.
 - Use the template on page 170 to plan together for a coaching conversation that results in refinement or extension.
 - Use coaching tools and resources:
 - “Coaching Moves and Purposes to Be Used in a Reflective Coaching Conversation” for examples of coaching language (Appendix E—Page 238)
 - The language from the sorting activity on page 155
 - New coaching tools from this module
 - Standards and Alignment Document

Roleplay: Refine or Extend

- Role Play Coaching
- Reflect on the Coaching

Professional Learning Planning Guides

- Identify areas for support using critical attributes
- Reflect on “Guiding Questions for Planning to Teach Responding to Text Through Interactive Speaking and Writing”

Connection to Professional Learning Standards

- Prerequisites
- Standards
- Reflection

Connections to School and District

“Change is the result of all true learning.”

Leo Buscaglia, 1972

“It takes as much energy to wish as it does to plan.”

Anonymous

- How has the information provided in the last three days connected to the goals you have for professional learning?
- What is your biggest take-away from this training?
- What are your next steps as you go back to your school and district?

Long-Range Planning Guide

- What is the focus of the long-range plan?
- What are the specific learning needs? How do you know these are a need? What does the data show?
- What will be your evidence of success? How will you know that learning has occurred?

Long-Range Planning Guide

- What support structures best match each learning need?
- Sequence each learning need in your calendar.
- What data will be used to determine that learning has occurred?
- How can I support you in implementing this plan?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork